

Abstract

RESEARCH PAPER: Newly Registered Nurses' Perceptions of the Mentor Role

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Newly registered nurses may find the challenges of the professional nurse role overwhelming. To ease transition into professional practice, role acquisition, and sense of competence, many nursing organizations assign nurse mentors (Ronsten et al., 2005). The purpose of this study is to describe the role of mentors from the perspective of newly licensed registered nurses (NLRNs) regarding a sense of competence, role development, and acceptance into the profession. The conceptual framework is the Action-Theory and Confirmation (Ronsten et al., 2005). NLRNs in a 6-12 month mentorship program, at three community hospitals in one network in Indiana, will be invited to participate. The anticipated sample is 15 NLRNs. Data will be collected through personal focus group interviews and a questionnaire. Questions in the personal interviews address supportive actions that reflect development of competencies in relation to mentors' confirmatory actions. Specific questions from the questionnaire address if mentors showed: interest in the NLRN; respect and empathy when a traumatic or demanding experience occurred; flexible behaviors in individual situations; support; awareness of resources; and guidance. Study findings may guide the development of future clinical procedures in nursing for mentoring new nurses.

